



## **FY 2006 QUARTERLY REPORT (1ST QUARTER)**

**Cooperative Agreement No. 119-A-00-00-00039-00**

**REPUBLIC OF TAJIKISTAN**

**Submitted to the  
U.S. AGENCY FOR INTERNATIONAL  
DEVELOPMENT  
By IFES**

**October 1 - December 31, 2005**

## **I. GENERAL**

During the first reporting quarter of Fiscal Year 2006, IFES-Tajikistan's programming centered on 1) obtaining approval from the Ministry of Education for the Civic Education Textbook, 2) defining the monitoring methodologies to be employed during Year Three of the cooperative agreement with USAID as IFES' projects expand throughout the country and 3) incorporating the Ministry of Education's growing interest in civic education into IFES' program implementations. IFES also invested its efforts in consolidating relationships with its national counterparts, particularly the Ministry of Education and the Ministry of Foreign Affairs as well as regional and local governments.

A notable success of this period was the Minister of Education, Abdujabbor Rahmonov's dedication to the review of Parts I and II of the Civic Education Textbook. The Minister's interest and ongoing meetings with IFES along with support from the Deputy Minister Rahimov<sup>1</sup> led to President Emomali Rahmonov personally reviewing and approving the Textbook. On December 1, 2005, IFES-Tajikistan received the formal decision from the Ministry of Education authorizing IFES to print and distribute Parts I and II of the Civic Education Textbook.

## **II. PROGRAMMATIC ACTIVITIES**

### **The Civic Education Textbook**

The Civic Education Textbook was recognized as a beneficial resource for all the schools of the Republic by the Ministry of Education. IFES-Tajikistan received a formal letter of approval from the Ministry of Education to print and distribute Parts I and II of the Textbook, to be used as supplementary material in grades 9-11 and considered for possible continuation as part of civics study in secondary schools. Approval was received after President Emomali Rahmonov personally read Part I of the textbook, which was forwarded to the President by the Minister of Education Abdujabbor Rahmonov. The Minister of Education finished reading both volumes of the Textbook prior to sending the Textbook to the Presidential apparatus.

IFES has been continually updating and revising the Textbook by incorporating the Minister of Education's recommendations. The Textbook now features in its *foreword* text of a national speech delivered by President Rahmonov to young persons in Tajikistan. The President's biographical profile and photograph were also added.

While waiting for approval for the Civic Education Textbook, IFES-Tajikistan redirected its efforts to editing and redesigning the second edition of Part I of the Teachers Guide. New textboxes about water, ecology, drug prevention and HIV were inserted into the text.

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<sup>1</sup> Deputy Minister Rahimov was appointed to this position after returning from the study tour to Romania organized by IFES and the Academy for Educational Development and funded by USAID.

### ***Textbook - Uzbek Language Edition***

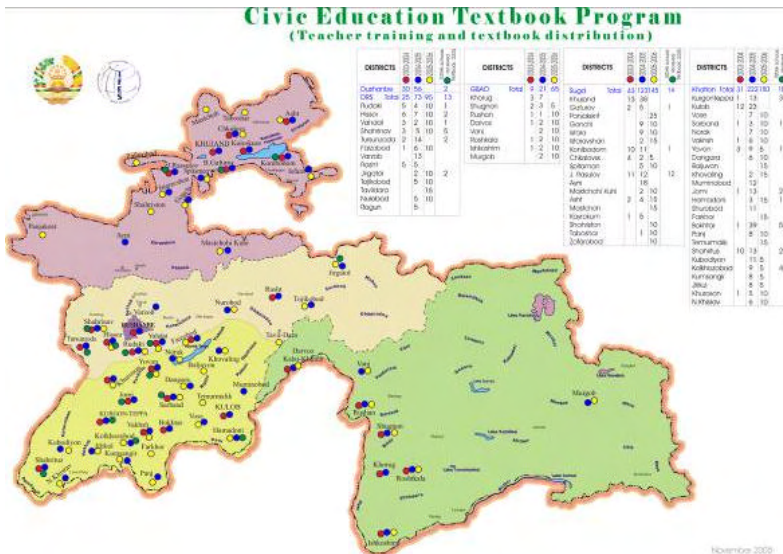
In the report for the previous quarter, IFES reported that the Uzbek language edition of the Civic Education Textbook was distributed in Dushanbe, Khatlon Oblast, and the Districts of Republican Subordination. IFES-Tajikistan finished the distribution of this edition of the textbook at the beginning of this quarter. Eight hundred copies of the textbook and twenty teacher guides were distributed to major Uzbek medium schools throughout the Sughd Oblast.

The following distribution data illustrates the number of schools and students that received the textbook:

<b>Districts</b>	<b># of Schools</b>	<b># of Students</b>	<b># of Teachers</b>
B. Ghafurov	1	18+	1
J. Rasulov	12	726+	12
Konibodom	1	57+	1

IFES-Tajikistan also initiated the process of teacher trainings for Year Three of the cooperative agreement. In partnership with the local NGO *Pulse*, an organization with professional experience in interactive teacher methodology, IFES concluded arrangements to provide 21 two-day teacher trainings in support of the IFES Civic Education Textbook project at the beginning of the next quarter. The trainings will consist of a two-day workshop that will introduce interactive teaching methods to the teachers from the IFES pilot schools, which is a component of the USAID-funded Civic Education Textbook project and governed by a Memorandum of Understanding between IFES and the Ministry of Education of the Republic of Tajikistan. During the first quarter of fiscal year 2006, IFES provided master training to 23 highly qualified trainers from *Pulse* to execute these teacher trainings. The teacher trainings will be conducted in January 2006 in Dushanbe, Nurobod, Jirgatal, Norak, Qurghonteppa, Kulob, Panjakent, Khujand and Istaravshan. The schedule of trainings will be determined by IFES. Additionally, IFES collaborated with *Pulse* to develop questionnaires for monitoring the results of Student Action Committees, Student Local Government Days, and usage of the Civic Education Textbook (among present and past students who have used it as part of a civics course). Monitoring and evaluation for the Civic Education Textbook and other projects will be further elaborated upon below.

## Civic Education Textbook Monitoring



IFES-Tajikistan hired highly qualified trainers on interactive teaching methodology to execute the monitoring of the Civic Education Textbook in Sughd oblast. The monitoring work plan for the Uzbek-language schools in Sughd oblast was prepared by the IFES-Tajikistan Civic Education Textbook Coordinator. The monitoring will begin when the next quarter commences. The IFES team developed entry and exit monitoring questionnaires that are designed to investigate students' knowledge in the pre- and post-textbook study. Questionnaires monitoring the teachers on how they use and accept the interactive teaching methodology were also created. The IFES team developed a map reflecting the civic education program throughout Tajikistan including the work plan for the third year, such as the one above. Similar maps were produced for the other programs.



Students from school #28  
celebrate their graduation  
holding an IFES textbook

During this quarter, students from school #28 in Dushanbe graduated from the IFES Civic Education Textbook program. In honor of this achievement, the school announced the following week as the “Week of Human Rights.” An internal school-based Olympiad was organized on the topics the students learned from the Textbook. IFES representatives participated in the opening and closing ceremonies. IFES presented awards to the Olympiad winners, such as dictionaries and other learning materials for furthering their education.

IFES representatives received a warm reception from the school and were invited to attend and observe students participate in a model civic education course using the IFES materials. To date, civic education courses have been monitored in two different classes of 10<sup>th</sup> grade students in this specific school. IFES observed the

students actively participating in the class discussion and sharing the knowledge they have gained. Students described their class participation as a “free opportunity” and indicated their pleasure that their teacher gives them the opportunity to speak their minds in the classroom during the presentation of the lesson. The civic education teacher, a former participant of IFES teacher trainings, commented to IFES that she has shared her knowledge about interactive teaching methodology with her colleagues and they have also expressed interest in the subject.

## **SCHOOL BASED ACTIVITIES**



IFES-Tajikistan demonstrated its commitment to promoting activism among students and the youth of Tajikistan by strengthening and building collaborative relationships with qualified individuals and local NGOs. The aim is to involve trainers in working with the students and in supporting the school based activities, such as the Student Action Committees and the Student Local Government Days. In order to attract and hire highly qualified trainers on interactive teaching methodology, IFES-Tajikistan announced a competition for the best trainers. This announcement was featured in the *Asia-Plus* weekly publication, which is a widely circulated paper, as well as on the three largest regional radio and television channels in Khatlon, Sughd and Gorno-Badakhshan Autonomous Oblast (GBAO). The announcement generated a huge response; IFES-Tajikistan received applications from individuals and local NGOs throughout the country and was able to select the most qualified trainers on interactive teaching methodology. IFES selected two trainers for each of the regions – Khatlon, Sughd, GBAO, Dushanbe and the DRS. Student Action Committees and Student Local Government Days will be implemented in those regions under the supervision of IFES field representatives. These same trainers will also be involved in civic education textbook monitoring that begins in January.

The selected trainers who will be working on SAC, SLGD, and the Civic Education Textbook programming received extensive training from IFES-Tajikistan's programmatic staff. Trainers received instruction on how to execute the following functions and applications:

- Organizing and conducting new SAC and SLGD trainings;
- Conducting new SLGD events with assistance from IFES representatives;
- Assisting existing SACs to implement SLGD events;
- Following-up with existing SACs;
- Re-training existing SACs;
- Following-up with previous SLGD participants; and
- Monitoring usage of the Civic Education Textbook.

Modules, brochures, booklets and the other necessary training materials and supplies were prepared and reproduced for each training separately. IFES field representatives coordinated with the various government offices, the educational departments, and school administrations to ensure that these trainings and the programmatic activities will be carried out.

The trainers' duties and actions described above will be supplemented and supported by a detailed report and recommendations from the trainers on how the programs were implemented and suggestions for improvement. This report will be submitted to IFES concurrently during program implementation and the valid contract period. IFES-Tajikistan also monitors the trainers in addition to monitoring the activities.

IFES monitors programmatic activities by gathering information from questionnaires completed during interviews with the clients of each program – the students, teachers, school administration, parents and governmental officials. The sets of questionnaires for monitoring and follow-up are given to trainers with instructions on how to execute them.

The following chart indicates the general steps involved in SAC and SLGD program activities:

<b>New SAC &amp; existing SAC</b>	<b><i>New SLGD &amp; SLGD by SAC</i></b>
<b>1)</b> Call to Education Department <b>2)</b> Visit to Education Department <b>3)</b> Call to school <b>4)</b> Pre-new SAC training and establishment coordination (in school #) a) Meeting director and b) Choose mentor c) Meet Mentor d) with director& mentor choose 30 students d) Giving invitation for students  <b>5)</b> New SAC training-establishment a) Project <i>(The following info should be provided)</i>	<b>1)</b> Call to Education Department <b>2)</b> Visit to Education Department <b>3)</b> Call to Local Government <b>4)</b> Visit Local Government for New SLGD coordination. <b>5)</b> Visit Local Government for SLGD by SAC coordination <b>6)</b> Pre-new SLGD training coordination in school. <i>(The following info should be provided)</i> a) list of students b) name and contact information of the director c) address and contact information of the school d) chart for students distribution in the Local Government <b>7)</b> Pre-SLGD by SAC training coordination in school

<ul style="list-style-type: none"> <li>b) List of students with contact information</li> <li>c) Name of Mentor with contact information</li> <li>d) Name of Director with contact information</li> <li>e) Name of SAC Head with contact information</li> </ul> <p><b>6) New SAC monitoring</b>  <i>(The following questionnaires will be filled through interview)</i></p> <ul style="list-style-type: none"> <li>a) Questionnaire to Director</li> <li>b) Questionnaire to Mentor</li> <li>c) Questionnaire to SAC Head</li> <li>d) Questionnaire to teacher</li> <li>e) Questionnaire to parents</li> </ul> <p><b>7) Existing SAC monitoring</b></p> <ul style="list-style-type: none"> <li>a) Questionnaire to Director</li> <li>b) Questionnaire to Mentor</li> <li>c) Questionnaire to SAC Head</li> <li>d) Questionnaire to teacher</li> <li>e) Questionnaire to parents</li> </ul> <p><b>8) Pre-existing SAC re-training coordination</b></p> <ul style="list-style-type: none"> <li>a) call to school</li> <li>b) visit the school</li> <li>c) meet the director</li> <li>d) invitation for students</li> </ul> <p><b>9) Existing SAC re-training</b></p>	<ul style="list-style-type: none"> <li>a) list of students</li> <li>b) name and contact information of the director</li> <li>c) address and contact information of the school</li> <li>d) chart for students distribution in the Local Government</li> </ul> <p><b>8) New SLGD training</b></p> <ul style="list-style-type: none"> <li>a) list of students</li> <li>b) name and contact information of the director</li> <li>c) address and contact information of the school</li> <li>d) chart for students distribution in the Local Government</li> </ul> <p><b>9) SLGD by SAC training</b></p> <ul style="list-style-type: none"> <li>a) list of students</li> <li>b) name and contact information of the director</li> <li>c) address and contact information of the school</li> <li>d) chart fro students distribution in the Local Government</li> </ul> <p><b>10) New SLGD implementation</b></p> <ul style="list-style-type: none"> <li>a) list of students and contact information</li> <li>b) list of Government Officials and contact information</li> <li>c) Prepare the final chart</li> </ul> <p><b>11) SLGD by SAC implementation</b></p> <ul style="list-style-type: none"> <li>a) list of students and contact information</li> <li>b) list of Government Officials and contact information</li> <li>c) Prepare the final chart</li> </ul> <p><b>12) New SLGD monitoring</b></p> <ul style="list-style-type: none"> <li>a) questionnaires for Government Officials</li> <li>b) questionnaires -Entry, exit, for students</li> <li>c) questionnaires for teacher</li> <li>d) questionnaires for parents</li> </ul> <p><b>13) New SLGD by SAC monitoring</b></p> <ul style="list-style-type: none"> <li>a) questionnaires for Government Officials</li> <li>b) questionnaires -Entry, exit for students</li> <li>c) questionnaires for teacher</li> <li>d) questionnaires for parents</li> </ul>
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### **STUDENT ACTION COMMITTEES (SACs)**

IFES-Tajikistan successfully executed student action committee training seminars that resulted in the birth of new SACs in schools throughout the country. IFES-Tajikistan received expressions of gratitude from the school directors for having involved their schools in the program and expressed their readiness to support the SACs, especially from the directors of schools #6 and 11 in Mascho. They indicated their desire for more information about SAC projects and to participate in the trainings. Director of School #11, Nurova Sabohat, offered to personally become a SAC mentor, because she has conceptualized an idea to organize an ethnographic club with the students and is eager to implement it. Sabohat is the member of the *Journalists Union of Tajikistan* and possesses 21 years of experience in leading the community. As for School #6, the Director suggested that the Law and History teacher should become the SAC mentor. This teacher was a

participant of an IFES civic education training course in 2004. He gladly accepted the responsibility for the new SAC and made active contributions to the group work and in organizing coffee breaks.

IFES-Tajikistan successfully carried out SAC trainings in Qurghonteppa, Kolkhozobod, and Vakhsh of Khatlon oblast. The establishment of eight new SACs was the result. After the trainings, students voted to select the Head for their SAC. Now all of the SACs each have 31 members who have received additional training handouts and initiated their program activities.

Following the successful implementation of the trainings, IFES-Tajikistan opened three new SACs in Dushanbe and a total of six in the DRS, including two in Varzob, two in Shahrinav, one in Vahdat, and one in Hissor. Another five SACs were established in GBAO, including three in Khorog, one in Rushan, and one in Shughnan.

Other SACs were organized in Schools #6, 7 and 16 in the Khujand district of Sugd oblast. Before the SAC presidential election at school #6, the SAC presidents from the eight schools of Khujand and one from Gafurov district made a presentation on their SAC achievements.

In Sarband district, a SAC organized trainings and established a Student Action Committee in another school. IFES representative visited the new SAC with the purpose of monitoring it. The representatives also discussed with the SAC members how to prepare work plans and to carry out projects. The SAC was provided with the necessary materials. During its first month, the SAC organized a quiz at the school devoted to the “International Day of Fight against HIV/AIDS.” The topic of HIV/AIDS was a subject other SACs organized events for as well.

Additionally, many students who participated in the Democracy Summer Camps of 2005 worked to open new SACs in their schools and to implement activities accordingly. These SACs have prepared monthly reports on their activities and have submitted them to the IFES field offices. The chart in Appendix A details these SAC’s activities for the first quarter of Fiscal Year 2006. Based on the submitted reports, IFES expects these SACs to continue programmatic activities throughout the year.

### ***SAC Programmatic Activities and Endeavors***

Seventeen SAC members participated in a seminar on HIV prevention organized by the State Committee on Youth Affairs. The Gymnasium administration supported the students in preparing their presentations on what they learned about HIV/AIDS. The Gymnasium also organized a quiz competition in honor of the “International Day of Fight against HIV/AIDS,” SAC students from Gymnasium #53 won first place among the students from the Somoni district of Dushanbe and received second place among all of the Dushanbe schools. SACs of the Gymnasium have been implanting projects since 2000.



The first success story from SAC from Gymnasium #53 occurred when students raised funding to renovate the sports grounds by holding a “Miss Autumn” ceremony. Their other successes included raising money for war veterans and poor children in their neighborhood through entertainment shows. The successful activities of these students caught the attention of younger students in the junior grades who subsequently joined the SAC membership at their Gymnasium. Seventh through eighth grade students from afternoon shift voluntarily contributed to the SAC activities in the mornings.

IFES-Tajikistan was invited by SACs in the Vose district to participate in a sports competition organized by the students. The event was a soccer match between SAC members from Schools #1 and #10. IFES congratulated the winners and awarded them a special trophy. The other team was also given two balls.

Charities were a popular theme for many SACs. Seventeen SAC heads from the four districts of Sughd oblast united to establish a charity under the name, “Helping Hand to Orphans,” prior to the Muslim Holiday of Ramadan. The SAC heads collected clothes, stationary, footwear, toys, and food. They then distributed these items to Orphanage #1 in Shurob, Khujand. More than five hundred students contributed to the charity action and donated on their own accord a ‘Fitri ruza,’ which is a charity gift Muslims give to the poor at the end of Ramadan, to more than one hundred orphans.

Fourteen of these orphans from the Shurob orphanage were invited to Khujand to be guests at IFES’ office. The SAC students used their budget to take these orphans out to lunch and to visit historical places in the Khujand district.

The SAC from School #18 in the Shahrinav district also implemented a charity. Students collected money and food and distributed them to a neighboring orphanage. The students also organized an entertainment show featuring a concert, short plays and games for the orphans.

### ***Local Olympiad***

IFES-Tajikistan successfully implemented another local Olympiad on Civic Education and Rights in the Sarband district of the Khatlon region. Nine students from School #1 and School #2 in the Sarband district participated in this event. The competition was divided into three segments – a written test where students individually participated, a quick answer session, and problem exercises where students worked in groups to discover the best solutions. Although the team from School #2 proved competent, the group from School #1 won the Olympiad with 50% more points. Both teams received congratulations from the juries and were awarded prizes.

### ***Follow-up Activities***

IFES’ Field Coordinator in Khujand continued receiving SAC heads and SAC Fair participants in order to provide them with consultation services for their activities. One service included a special seminar entitled, “How to Write a Good Project,” which taught students how to choose topics for writing projects. Twelve SAC heads and four active

members participated in this writing seminar. Students were also given the option of taking a test with the purpose of helping the students develop and recognize ideas for a project as well as creating a budget for the projects' implementation. IFES encouraged the students to implement at least one project for each SAC and to find a sponsor for it. Students indicated that they will prepare projects and present them to IFES' Coordinator for evaluation and consideration.

### **STUDENT LOCAL GOVERNMENT DAYS (SLGDs)**

New Student Local Government Days (SLGDs) were successfully implemented during the quarter in three districts of Sughd oblast – Shahristan, Mascho, and Taboshar. Each event involved ten students while six government officials from Shahristan and five officials from both Mascho and Taboshar districts participated.

The SLGD events occurred after the trainings where students learned about the unique opportunity offered by SLGDs and their chance to gain as much knowledge as they can during the events. IFES received several comments from students that demonstrated their newly acquired knowledge, satisfaction and gratitude for the program.

In the GBAO, new SLGD events were established in Schools #20 and 12 in the Shughnan district during December. In Khatlon oblast, two new SLGDs were created in the Kolkhozobod and Vakhsh districts. Ten students from School #2 worked in three different departments hosted by five officials in Kolkhozobod while ten students from School #2 participated in the SLGD hosted by two local officials in the Vakhsh district.

In order to monitor the students' behavioral change, parents and teachers will be interviewed in follow-up sessions. This monitoring will happen in January.

### ***SLGDs Designed and Implemented by SACs***

The SAC from Lyceum #1 in the Kulyab district of Khatlon oblast successfully implemented a Student Local Government Day during the quarter. Eight students, comprised of six boys and two girls, and five government officials participated. The head of the Chairman's administration received the students in his office and introduced them to the local government departments and their responsibilities. He also discussed the activities of the local Hukumat. The students were then assigned to five different departments to learn about their respective functions. For example, the SAC Head was introduced to the State Committee on Youth Affairs in the Kulyab district and assisted this committee head in some of his tasks for the day. Overall, the local officials were impressed by and highly valued the students' knowledge and talents. They invited the students back to work in their departments after school hours.

Other SLGD events were successfully implemented by the SACs in Schools #3, 4, and 6 in the Kurgan-Tube district of the Khatlon Oblast. Five students were hosted by two or three local officials at each event. In the Sughd oblast, the SAC from School #33 in the

Ghafurov district also organized an effective SLGD. Six students worked in three of the departments and three local officials participated.

Both students and the government officials expressed positive feedback in their questionnaires when interviewed for monitoring purposes. The Manager of the Executive Department of Hukumat stated, “It is a good job; it can increase students’ wishes towards governing activities. Students acquainted with government work and their outlook about the relation of the officials and the people will improve.” The head of the Chairman’s administration emphasized his impression of the students’ curiosity:

*“One of the students asked me how long I have been working in this position and what all the changes I have contributed to. I had to report [to] him my accomplishments.”*

He also highlighted that:

*“(The SLGD) has a positive impact, because students not only [have the] opportunity to enter the Hukumat building but they learned the work of the Hukumat. It helps them realize that it takes a solid knowledge and a sense of responsibility to work in the government. SLGD creates a sense of cooperation in students with Government, and produces courage on youths’ thoughts.”*

The local officials suggested increasing the implementation of these internships and involving students more in social organizations in order to help them become active and aware citizens.

IFES believes that this kind of programmatic crossover, which involves vesting leadership and organizational responsibility in the students themselves, is just what is needed to ensure the sustainability and further growth of the project in the future.

### **DEMOCRACY SUMMER CAMP (DSC)**

[illegible]

### **STUDENT CONVERSTATION CLUBS (SCCs)**

At the end of the academic year 2004-2005, a SCC was established at the State University of Qurghonteppa. This SCC had one discussion event. Since this club lacked experience in leading discussions, IFES-Tajikistan rendered consultation services to the group. IFES' Project Intern in Qurghonteppa met with the members, including the director, and carried out a training seminar outlining how to write a work plan, select the theme, invite guest speakers and take other necessary actions.

One of the most active SCCs was the club at the Tajik State National University. The students invited experts from the local NGO *Positive*, which collaborates with the

International Organization for Migration, to present a seminar on labor migration and human trafficking. Forty students participated in this seminar and all of them actively participated in the discussions. At the end of the seminar, the participants watched a documentary film showing the hardship Tajik migrants face in Russia.

A student of this SCC also met with IFES-Tajikistan representatives to discuss the SCC's efforts in promoting an informational space at the university. This SCC is committed to providing timely news in order to inform other students about current affairs in Tajikistan and abroad. This student was the coordinator of the "News Corner," a resource center organized by this SCC. He requested IFES' assistance in researching and identifying relevant news for the university students. IFES supported this idea and agreed to review the local weekly papers and the internet in order to contribute to the News Corner.

This SCC is also planning to celebrate the 60<sup>th</sup> anniversary of the United Nations. An IFES-Tajikistan representative participated in the brainstorming meeting for this discussion event. The discussion will revolve around the United Nation's work during the last sixty years and in the future.

In November, the SCC from the Tajik-Russian Slavonic University established a charity with the intention of collecting money, clothes, and food for various orphanages or for elderly citizens who are not often able to leave their homes. The students called this charity, "We Help People," project. IFES assisted this SCC logistically and in printing the announcements for advertising this charity. The students, however, did not limit themselves to posting flyers around their university; they displayed great creativity and dedication in their public relations campaign. Students arranged a group of musicians to play guitars and to sing their songs outside the university complex. These songs effectively attracted pedestrians to their cause and to donate. The students received a significant portion of their budget from the attention they received while carrying big posters announcing their charity.

Within three weeks, the students collected more than 600 Tajik Somoni (which is approximately \$200) and several boxes of shoes and articles of clothing for elderly citizens. IFES provided the SCC members transportation to and from the retirement community in Vahdat district. Students spent the whole day with the senior citizens distributing the donations and performing a music program filled with guitar playing, singing, and dancing. The senior citizens expressed their gratitude to the students through blessings and sharing their life stories.

SCC members also bought food and prepared lunches for 93 people. They personally served the meals to the senior citizens. Media representatives participated in this charity and the student's efforts were broadcasted on the television channel "Safina." The program featured the students' activities, a speech by the head of the retirement community, and the senior citizens thanking the students for their generosity.

### **III. MATERIALS PRODUCED<sup>2</sup>**

- Checklist for SAC coordination activities
- Checklist for SLGD coordination activities
- Update of SAC manual
- Module for the implementation of the SAC trainings
- SAC Monitoring questionnaires for the mentor, head, teacher, and the school administrations
- SLGD Monitoring questionnaire for the entry and exit students as well as for the parents and the local government officials

### **IV. PARTNERS**

#### **MAJLISI OLI AND THE INTER-PARLIAMENTARY UNION**

IFES-Tajikistan Chief of Party Katherine Müller, the Communications Coordinator, and the Program/Administrative Assistant visited the Parliament of the Republic of Tajikistan on December 9, 2005. The Head of the Department on Europe and America of the Ministry of Foreign Affairs, Chief Ismatullo Nasriddinov, informed IFES-Tajikistan of the Majlisi Oli's request for an appointment with the Chief of Party. Other meeting attendees included Mr. Asomiddin Saidov, Chairman of the Committee on the International Relations, Public Associations and Information and his Deputy Mr. Olimjon Salimov. At the meeting, Mr. Saidov officially requested Katherine Müller to help in the translation and printing of the Human Rights Handbook, a document the Majlisi Oli and the members of the Inter-Parliamentary Union recently received. This Handbook provides concise yet comprehensive information on the meaning of human rights according to existing international and regional treaties on human rights. Recommendations on how the Parliamentarians can contribute to the protection of human rights are also included. The Handbook will also be distributed to university libraries throughout Tajikistan. Ambassador Graeme Loten of the British Embassy has agreed to fund IFES' translation and printing of the Human Rights Handbook.

The project has clear complimentary and add-on value for IFES' work on the Student Parliament Day project and promises to help facilitate even closer relations with the parliament. During the meeting with Mr. Saidov, discussions also revolved around the further continuation and development of IFES' Student Parliament Day program. Many topics of the Human Rights Handbook can be a cornerstone for future Student Parliament Day events. It was agreed upon that the Committee on International Relations will collaborate with IFES in promoting SPD events during the second half of this academic year.

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<sup>2</sup> Provided upon request

## **U.S. AMBASSADOR TO TAJIKISTAN RICHARD HOAGLAND**

Chief of Party Katherine Müller was invited to attend an annual reception at the U.S. Ambassador to Tajikistan Richard Hoagland's home in honor of the 16 officials from the Ministry of Foreign Affairs who are participating in Georgetown University's Diplomatic Training program. The Chief of Party was also invited to this event last year where she spoke about IFES' elections work, civic education programs, and its cooperation with the Tajikistani government. During this year's event, the Chief of Party met with Ambassador Steven Steiner from the Office Under Secretary of State for Democracy and Global Affairs who mentioned that his division is pleased with IFES-Tajikistan's program activities.

The Chief of Party also met with Chief Ismatullo Nasriddinov from the Department on the U.S. and Europe of the Ministry of Foreign Affairs. Chief Nasriddinov appreciated IFES' continual contact and coordination with the various Ministries. He indicated that the Ministry of Foreign Affairs has been having a number of problems with the majority of international NGOs, and that he has approached the U.S. Embassy Deputy Chief of Mission Thomas Armbruster to help them organize a meeting with these NGOs. Chief Nasriddinov requested Katherine Müller to be a guest speaker at this meeting and to help the Ministry understand why IFES has absolutely no problems with the Tajikistani government. Katherine Müller was also invited to the Ministry of Foreign Affairs in order to discuss elections work.

When the Chief of Party met with the U.S. Ambassador Hoagland after the reception, they discussed election strategies that are currently being utilized and plans for conducting voter education and pollworkers' trainings. The Ambassador expressed interest and indicated he will begin contacting the U.S. State Department about these plans.

## **THE UNITED NATIONS TAJIKISTAN OFFICE OF PEACE-BUILDING (UNTOP)**

Chief of Party Katherine Müller met with the United Nations Tajikistan Office of Peace-building (UNTOP) Ambassador Vladimir Sotirov to discuss issues related to the upcoming Presidential election in 2006. The Ambassador commented that the United Nations has not yet determined its role in the elections. He mentioned that the Ministry of Foreign Affairs has requested UNTOP to create an observation mission for the elections. This observation mission will only occur if the U.N. Secretary General produces the necessary decree. UNTOP is waiting for a mission to arrive in Dushanbe in December before they make their final decision.

## **V. OTHER**

### **IFES' DIRECTOR OF EUROPE & ASIA MICHAEL SVETLIK**

IFES' Director of Europe & Asia, Michael Svetlik, visited IFES-Tajikistan on December 5, 2005. During his two day visit, Svetlik attended a series of meetings with the Presidential apparatus, the Ministry of Education, the Ministry of Foreign Affairs, and the Embassy of

the United States in Tajikistan. Katherine Müller accompanied Svetlik to the Presidential Apparatus meeting with Presidential advisors Karamatullo Olimov and Said Ahmedov. Mr. Olimov presented Tajikistan's approach to democracy development in terms of the social and political spheres. He also emphasized IFES' cooperation with the Presidential Apparatus and their work during the 2005 parliamentary elections. Discussions about the presidential elections will begin in January 2006.

During Michael Svetlik's visit to the Ministry of Education, Minister Abdujabbor Rahmonov thanked IFES for its hard work in area of education in Tajikistan. He mentioned that he had personally read the Civic Education Textbook and provided recommendations for it. Minister Rahmonov stressed that IFES and the Ministry of Education should continue to work widely with the secondary schools throughout the country and suggested that activities be enhanced by incorporating higher education institutions.

### **FOLLOW-UP MEETING WITH MINISTER OF EDUCATION**

IFES' Board Member Leon Weil praised Tajikistan's Minister of Education, Abdujabbor Rahmonov, for his support of IFES' civic education projects during a meeting in New York City. Rahmonov headlined a Tajik delegation visiting the United Nations in mid-December. Joining Ambassador Weil in the meeting with the Minister was IFES' Program Manager Anthony Bowyer, who supported Ambassador Weil's statement of commitment to promoting democracy development in Tajikistan through education programs for youth. Minister Rahmonov, who recently approved wider school distribution of IFES' civics text, held a private discussion with Bowyer afterwards to discuss the details of the IFES project and future plans. The Minister expressed a strong interest in IFES continuing its work beyond the current year in order to support his efforts in promoting civics as a course of study in the national curriculum.



IFES Board Member Leon Weil (left) praised Tajikistan's Minister of Education, Abdujabbor Rahmonov, for his support of IFES' civic education projects.

### **IFES GLOBAL WORKSHOP AND CIVIL SOCIETY SUMMIT**

Chief of Party Katherine Müller participated in the IFES Global Workshop, held in Washington DC on October 3-5, 2005. For the first time, IFES staff from across the globe came together with DC staff to share information, analyze best practices, acquire new skills and forge relationships across regions. Chiefs of parties and local staff from more than twenty countries participated in this event. During the Workshop, Katherine Müller presented IFES-Tajikistan's program and activities.



Katherine Müller also participated in the IFES Civil Society Summit held in Washington, DC on October 6-7, 2005. The Summit brought together civil society experts, representatives from the international development community, and leaders from civil society organizations from all over the world to examine the trends and challenges concerning civil society in the 21<sup>st</sup> century. The purpose of this summit was to discuss methods to improve the design and implementation of democracy assistance supporting civil society organizations and citizens focused on good governance. The other purpose was to provide a forum for fruitful exchanges between civil society representatives from the developing world, academics, donors and IFES staff.

While Katherine Müller was in Washington, DC, she attended a series of external meetings. She met with the Deputy Ambassador of the Republic of Tajikistan in the United States of America. This meeting took place at the Embassy of the Republic of Tajikistan in the USA while the Tajik Ambassador was away in Tajikistan. During this meeting, IFES-Tajikistan's programs and activities were discussed.

Program Manager Anthony Bower and Chief of Party Katherine Müller met with Cheryl Clayton and Catherine L. Kuchta-Helbling from the DRL-PHD division at the State Department. Their discussion centered on IFES-Tajikistan programmatic activities and progress in the development of a country strategy for Tajikistan for 2006.

## **VI. ISSUES AND PROBLEMS**

Gaining the approval of the Ministry of Education to print the revised textbook and introduce it to an expanded number of schools in 2005-2006 represented a major step forward for IFES in its civic education work. Still, many obstacles remain such as the status of civics as part of the national curriculum. A World Bank-sponsored project has been in place that seeks to reduce the total number of courses in the national curriculum, and it is unclear whether civics will survive as a stand-alone course. But discussions over the future course offerings are underway, and IFES has an opportunity to contribute to the discussions (by invitation of the Minister himself) over the next several months. The Ministry indicated that it was working on a new work plan for 2006 and beyond, and expresses the strong preference to have IFES as one of a handful of international assistance providers within it. The scheduled expiration of IFES' Cooperative Agreement extension on October 1 has not allowed IFES to conduct long-term planning in the area of education assistance, which would extend beyond the secondary school.

The political situation in the country remained stable during the quarter although a somewhat tense atmosphere prevailed for international assistance providers. IFES was not affected by this to the degree that other providers were, though it did demand vigilance in gaining permission from local partners, including education officials and local Hukumats themselves, to conduct training activities or student extracurricular projects. IFES makes a routine habit of working with local officials so the requirement, though arduous and cumbersome, was not something new.

## VII. PERFORMANCE MONITORING

Performance Indicator	Indicator Definition & Unit of Measure	Data Source	Data for Q-1 of FY06	PROJECTIONS FOR FY 06 AS PER WORKPLAN
<b>Civic Education Textbook and Course</b>				
# of New Students Participating in the Civic Education Course	Student Participation and Reach of the Textbook and New Teaching Methodologies	Participating Schools	New students to be introduced to book upon approval, gained in November, and Teacher Training, to take place in January 2006.	13,500 new students from 450 schools participating in the project
# of New Teachers trained for the Civic Education Course	Teachers participated in the training	Report on trainings: list of participants	Trainers trained. Teachers to be trained in January 2006.	15 teacher trainings
<b>Student Action Committees (SACs)</b>				
# New Students Participating in SACs (# of Women)	Student Participation and Reach of Extracurricular Civic Education Activities	Teachers/ Mentors	978 new students: 543 girls	800 new students
# of SACs Formed (# of Activities)	Reach and Activeness of SACs	Teachers/ Mentors	35 new SACs in 12 new communities	30 new SACs in 10 additional communities. One national SAC exchange conference held
<b>Student Local Government Day (SLGD)</b>				
# of Students (# of Government Officials) Participating in SLGD	Student Participation and Reach of Extracurricular Civic Education Activities That Promote Real-Life Learning	IFES	70 new students 7 new SLGD 5 SLGD by existing SAC	150 new students 15 new SLGD 23 SLGD by existing SAC
# of Hits on the Website	Awareness and Interest in IFES Resources	IFES		
<b>Student Conversation Clubs and Student Parliament Day</b>				
# New Students Participating in SCCs (# of Women in SCCs)	Participation and Reach of SCCs	IFES	3 SCC events were conducted 78 students	Increase number of conversation clubs to 75 students in each at 7 universities.
# of New SCC Events	Reach of SCCs	IFES	3 SCC events were	3 SPD

			conducted	25 students participated in each event
<b>Democracy Summer Camps</b>				
# of Students Applying for Summer Camps (# of Participants)	Student Participation, Awareness, and Interest in Extracurricular Civic Education Activities	IFES		3 national camps 1 regional camp 300 participants
% of Students with a Better Understanding of Democratic Values	Increased Understanding of the Rights and Responsibilities of Citizens Who Value Democracy	IFES		% of students with better understanding of democratic values
% of Students Expressing Interest in Civic Activism	Impact or Extracurricular Civic Education Activities on Behavior	IFES		% of students who demonstrate improved civic activism

## APPENDIX A

## NEW STUDENT ACTION COMMITTEES DEVELOPED BY 2005 DEMOCRACY SUMMER CAMP PARTICIPANTS

#	District, Oblast	School name/ number	Date of establishment	# of members	Head (elected by whole school senior students)	Mentor	Activities
1	Khujand, Sughd	Gymnasium # 1	October 2005	40	Muhammadjonov Ghafurjon	Sharipova Sahlo	Organized a scientific conference devoted to the birthday of the Tajik scientist Muhammad Osimi; Organized sport competitions between schools.
2	Gafurov, Sughd	School # 28	October 2005	30	Ismoilova Sunnatniso	Pulotova Gavhar	Joined the project Caring Hearts and helped the orphans in Isfara district; Organized sport competitions between schools; Helped in cotton picking campaign to the community.
3	Istaravshan, Sughd	Lyceum # 1	October 2005	10	Rahmonberdyev Farukh	Habibov	Organized a round table discussion on Democracy and Youth rights; Competition for the tidiest classroom at school.
4	Ghonchi, Sughd	School # 16	October 2005	35	Azimova Nargis		Organized a Quiz-“Who knows Rights better?” Best essay competition on “My first teacher”, devoted to Teachers’ Day, Conference devoted to the birthday of Tajik Classical literature A. Rudaki, established a school wall paper targeted educating students of less knowledge.
5	Qurghonteppa, Khatlon	Lyceum # 1	October 2005	15	Halimov Jabbor	Saidova Zebuniso	Organizing sanitation days and hygiene events at school; Poetry reading.